

INTRODUCTION

Missing Pieces is similar to the old game, 20 questions. Students may ask any question they want as long as it can be answered with either a “yes” or “no.”

You begin by reading a story with “missing pieces.” You explain to the students that to get the whole story they must ask for further information.

They should try and ask questions which are collective in nature. For example, rather than asking, “Is it a German shepherd?” or “Is it a poodle?”, they might ask, “Is it a canine?” After a series of general questions, they can ask more specific questions.

Playing *Missing Pieces* also teaches listening skills. There is no better reminder about not listening than from their peers. It develops questioning strategies, also. If students ask a question such as “Was the man young or old?”, simply say “yes” then smile and tell them you know they don’t like “no” for an answer. They soon realize it was not a “legal” question.

Some of the stories are much easier than others. One group of students may arrive at the complete story much faster than another group. It all depends on key questions asked. If at any time they seem to be really stuck, give them a hint or a bit of information. Items A and B might be used for instructional purposes to show the youngsters how to attack problems with *Missing Pieces*. For the solutions, turn to the back of the book.

These stories can be used with children as young as eight years of age. You may ask for as much detail as you like. You as the teacher are the best judge of the ability level of your class. You may be able to do some one year and not the next year.

You will find that students improve their asking and listening skills rapidly. Before too long, some students will be able to write quite good missing-piece stories on their own.

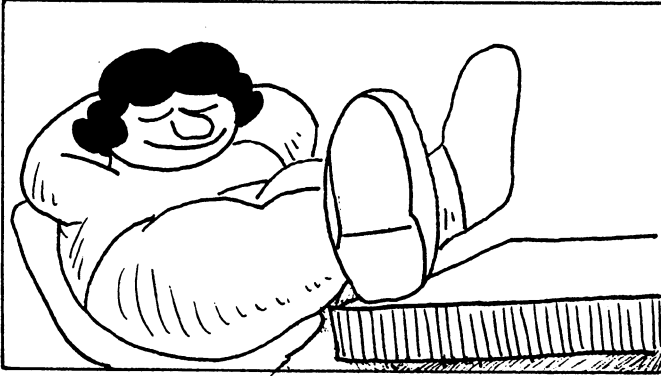
Remember, this is not meant to be just a learning experience. It is to be enjoyable. A good sense of humor on the part of the classroom teacher is a real boon.

Good luck on your search for the *Missing Pieces*!

Lucille Chisham Campbell

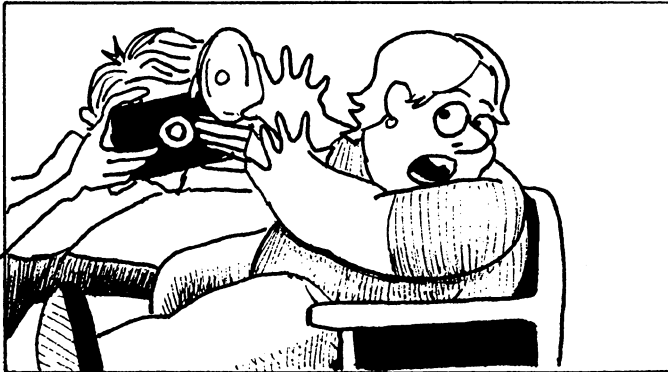
A.

Missy lost her fortune but was able to continue living in her usual life-style.



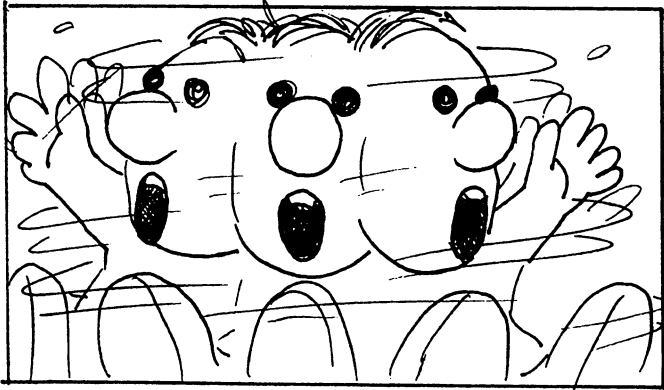
B.

Although it was the first time such an event had ever happened in their town, Tillie didn't want her picture on the front page of the newspaper.



1.

His lifeless eyes glistened as he moved lower and lower in the rapidly moving water.



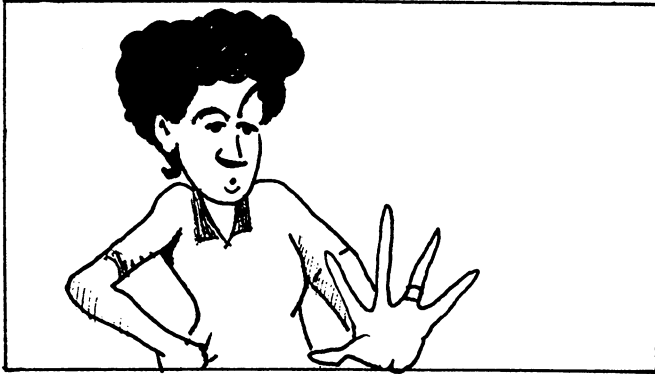
2.

The longer poor Cecil worked, the worse everything looked.



3.

Sally gazed at the ring disappointedly. She hoped with some polishing it would be more eye-catching.



4.

Betsy looked at the stick and she began crying very loudly.

